

THAI STUDENTS' MOTIVATION ON ENGLISH SPEAKING SKILL

A THESIS

*Intended of fulfill the requirements for the ward of bachelor degree in English
Language Teaching and Education Islamic University of Riau*



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**ENGLISH LANGUAGE EDUCATION
FACULTY TEACHER TRAINING AND EDUCATION
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THAI STUDENTS' MOTIVATION ON ENGLISH SPEAKING SKILL

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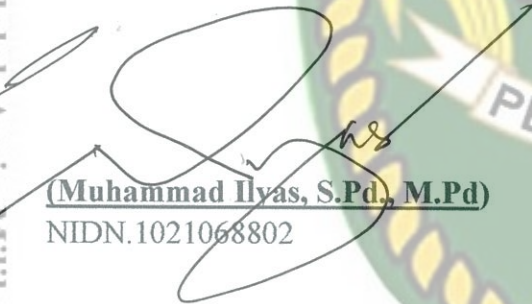
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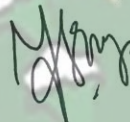
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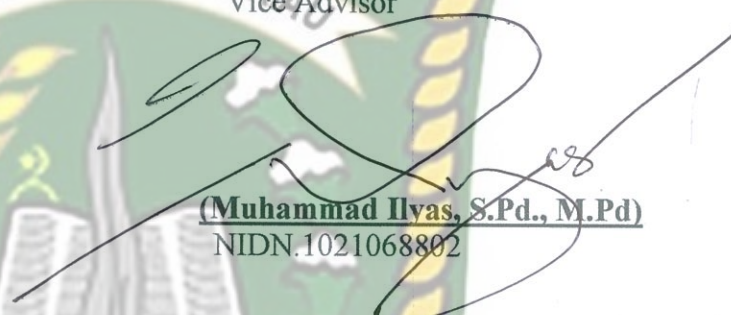
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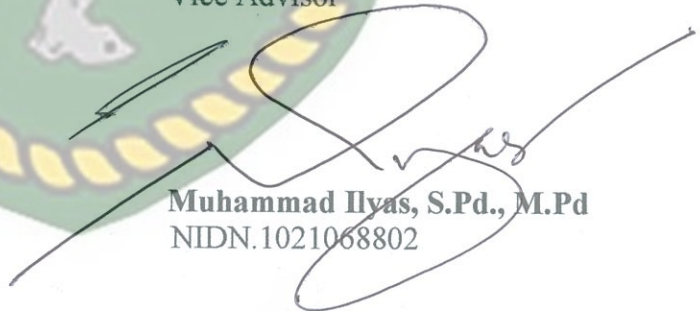
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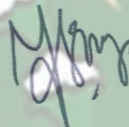
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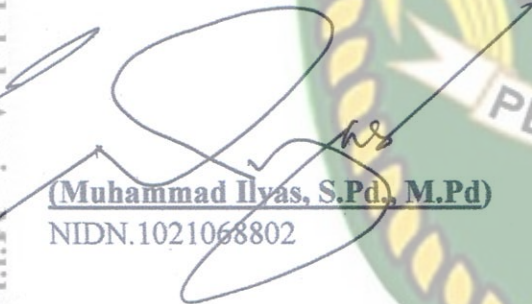
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DECLARATION

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I acknowledge that this thesis is the result of my own work, except for quotations (either directly or indirectly) that I took from various sources. Which are mentioned scientifically. I am responsible for data and facts contained in this thesis.

Pekanbaru, June 2019
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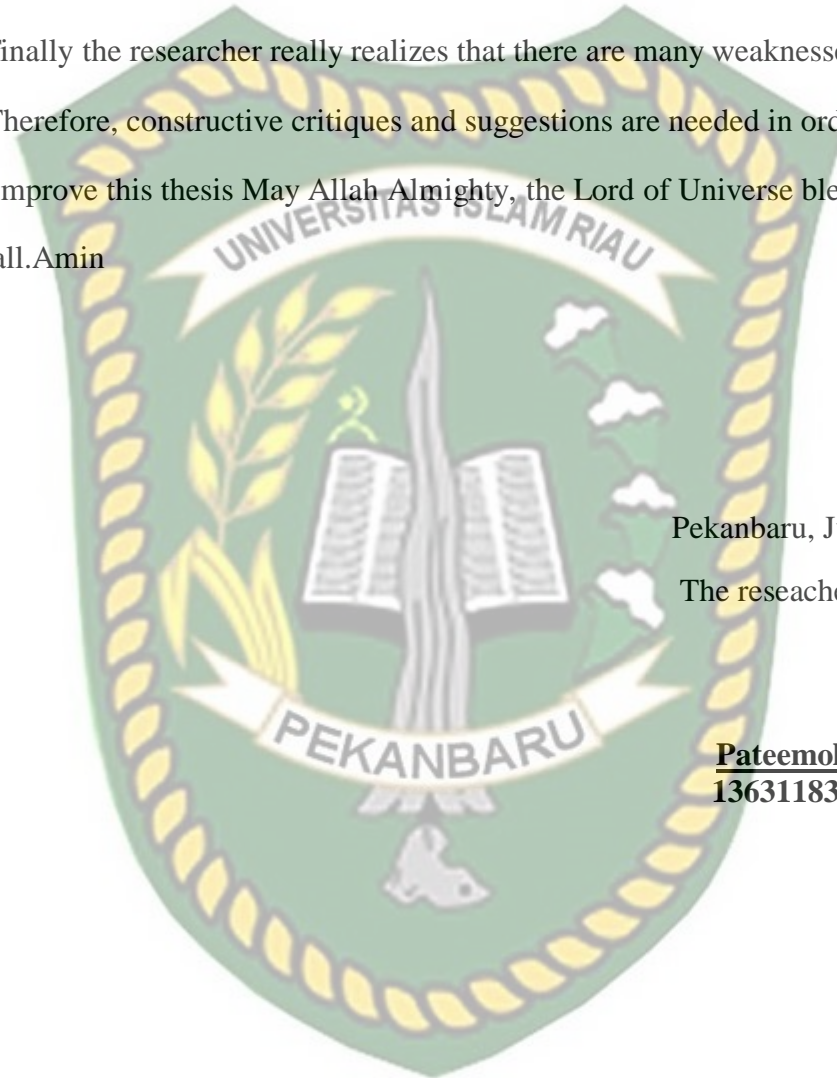
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the most Gracious, the most Merciful. All praises to Allah the Lord of the world who has given blessing and guidance for researcher to complete the thesis entitled “Thai Students’ Motivation on English Speaking Skill” as one of requirements for the Bachelor Degree in English Language Education.

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ABSTRACT

Pateemoh Madiyoh, 2019. *Thai Students' Motivation on English Speaking Skill*

Keyword :Thai Students' Motivation on English Speaking Skill

This research to know how the Thai students' motivation in speaking at English study program of FKIP-UIR

The research was descriptive qualitative research. It consists of one variable. The variable was speaking motivation. The population of this research was the Thai students' in English Department and the sample was 11 students. This research used purposive sampling. The instrument of the research was questionnaires. The questionnaires consisted of 20 questions and it based on 4 indicators. The measure of the dimensions of speaking motivation students has 4 categories while used for asking individual respond to series of statements.

The aim of this research is to identify Thai students' of university who are studying in UIR speaking English. The result practicing speaking English of Thai students is low motivation, because they are still afraid to trying speak English in the class room. They do not join English speaking course , they just practice English with themselves and they are often to practice with their friends but they are not try to speak with lecture , they are still afraid and no confidence in speaking, because they are not always to practice and so make them still low motivation in the effort practicing speaking English.

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CHAPTER I

INTRODUCTION

1. Background of the problem

Speaking is one of the product language skills that should be mastered by the English students; It means English is vital to be mastered by the students, because by speaking, students will be easy to express their idea in improving their education. Besides it is important to be mastered by the students, English has become a world-wide language, with numerous countries adopting it as an official language. English is the dominant international language in science, business, aviation, entertainment, and diplomacy, and also on the Internet. English, whether the students like it or not, is the chosen language of international communication. There are some reason why speaking English is necessary to be mastered, First, English has official or special status in at least seventy five countries with a total population of over two billion, Second, Speakers of English as a second language probably outnumber those who speak it as a first language, Third Around 750 million people are believed to speak English as a foreign language, Forth, one out of four of the world's populations speak English to some level of competence; demand from the other three-quarters is increasing.

Other definition of speaking English, speaking English is also an international language, spoken in many countries both as native language as well as a second language. No language, ancient, or modern can be compared with English in the number of geographical distributions of the homes, factories,

companies, institution, shops and offices in which the language is spoken, written, or reader. Besides the United Kingdom, the United States of America, Canada, Australia, New Zealand and South Africa, where about 400 million people use English as their native language, speaking English is an important language in many parts of the world including India. Speaking English has become the common human's language in today's context. It is taught in the schools in almost every country on this earth. It is a living, vibrant and growing language.

It is clear that speaking English has many advantages in education or carrier, furthermore to measure the ability of the students in foreign language is based on their speaking, if they can speak correctly and fluently, it means their language is good, but they can not, it means, they can lack in foreign language. Afterward, most of successful people can speak well, they be easy to speak. But other side, to achieve good in speaking is not easy, the most common should be built is motivation. Motivation and having good speaking must be connected, if there is no motivation on students, it will difficult to master speaking skill, but if the students have good motivation it will be easy to master speaking skill. according to Ken (2000:20), motivation is a process rather that a product, it means motivation is not to observe directly but rather we infer it from action. Also motivation can be measured by skill of students.

Based on the explanation above, it can be inferred that motivation and speaking have relation, but for students who are studying at without using English environment will have less motivation, because they are not usual to speak English, in this case the writer will try to investigate thai students who are studying at

pekanbaru with having no English environment. how is their motivation in speaking skill that are studying with having no English environment, and how they speak English?

The problems mentioned above must be solved and must be known what the factors are, also it becomes the reason for the writer to investigate this study, based on the explanation above, it is clear that for foreign students who are studying at overseas must be able to speak English, but how is the country who is not using English as first language, is there the motivation of foreign students? Pekanbaru is one of the capital city in indonesia which is not using English language, but pekanbaruan would rather use its mother tongue as their language than use first language and foreign language, this problem can influence foreign students' motivation. As known that, being easy to speak English will make easy to get communication.

Another definition of Keylene (2000:10), "Motivation is probably the most important factor that educators can target in order to improve learning". It can be concluded that, to improve speaking the students must have motivation in English language. If there is no motivation in learning language, the students have no improvement in speaking.

To built motivation in speaking skill, it must live good environment like, live in country which uses English language as 1st language, and study at University which uses English languagu in University. Other side motivation is necessary to build in order to get easy in getting communication with diffrent 1st

language, in this case, although indonesia is not using English as 1st language, it is still many students who studies in Indonesia.

Based on the title of this study is, Thai students' motivation on speaking skill, the researcher has a reason why thai students is being the object in this study, Thailand and indonesia are slightly same environment, Thailand also has its language, English is also their foreign language. That is why most of thai students is not easy to speak English, despite of difficult to speak English, international students or thai students who are studying at overseas must be able to speak English in order to get easy to improve their education, another reason why researcher does this research is to know how thai students get communication. Not all of thai students who are studying at pekanbaru can speak Bahasa, added by the environment of them. As known environment can rapidly influence the language.

The researcher will try to investigate the factor of students' motivations, and how is the important of motivation in speaking. According to Jane (2007:35) the problems in speaking English comes from motivation of the learner. Motivations need to built in order to make the students able in speaking. One factor to reduce the problem that obstacle the motivation of students is students' confidence. If they can speak well but without having confidence in speaking they will get difficulties in language. It means confidence should be built in order to not make the motivation be reduced

1.2 Identification of the Problems

Based on the background of the problems. it is clear that there are many problems encountered by the students. Specifically, in motivation of speaking. The problems can be caused by the environment. How is the motivation of the Thai students who live at no using English environment? How is the motivation of Thai students in speaking English which have mother tongue that is not using English? What factors cause the motivation of the Thai students is low and also how is the motivations of Thai students who are seldom in speaking English?

1.3 Focus of the problem

To avoid misunderstanding in this research, researcher gives limitation the problem investigated; this research focuses on Thai students' motivation in speaking at English study program of FKIP-UIR.

1.4 Research Question

The purpose of this research is to find out the answer of these question below:

1. How is Thai students' motivation in speaking at English study of FKIP-UIR.?

1.5 Objective of the research

The objective of this research is

1. To know how the Thai students' motivation in speaking at English study program of FKIP-UIR?

1.6 Significance of the research

The result of this research, writer expects that this research is useful of these following:

- a. For students

To know motivation in speaking is important researcher wishes this research has benefit for students especially, for foreign learners, provide the knowledge about motivation in speaking.

- b. For lecture

The duty of lecturer and teacher is to make the students improve in the subject, because teacher's duty is not only to provide the knowledge but also they must be able to motivate students in learning, The research wishes this research can be a reference for the lecture who want to motivate students in learning .

- c. For Researcher

Beside this research is to fulfil the requirement of finishing the study, Research wishes, this research can be motivate herself in learning .

1.7 Definition of the key terms

1. Speaking

Bashir et al. (2011) claim, “Speaking is a productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words” (p.38) {i.e., speaking may make the listener know more than spoken words, but the culture of those words.

2. Motivation

Walker (2011) states that motivation is the element that moves humans to decide taking certain choices to be engaged and to be able to continue a behavior (Ushioda, 2011, p. 3). In psychology, the term ‘motivation’ means the forces that affect people’s behaviors or the reasons of those behaviors. Motivation is Motivation has become more commonly recognized as the major determining factor for achieving successful learning in general. Motivation is a psychological process that varies from one individual to another. That is, some students might learn more than others in the same classroom since there are factors that influence differently learners’ motivation. Apparently, it is a process where past experiences and environment can affect learning.

CHAPTER II

THEORETICAL FRAMEWORK

In this chapter explains the description of the definition of the variable speaking and motivation. The nature and the characteristic of speaking and motivation.

2.1 definitions of speaking

According to Brown (2001) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

Brown and Yule (1983;213) speaking is one of the skills that have to be mastered by students in learning English. It is important for students to know definition first, many experts define speaking is different way. Speaking is to express the needs request, information, service, etc. The speaker say words to the listener not only to express what in her mind but also to express what he needs whether information service. Most people might spend of their everyday live in communicating with other. Revel devines communication as follow; communicating of ideas, of opinions, of feelings.

Mcdonough and Shaw (2003) also state that speaking is an interactive communicative process that involves speakers and listeners. In communicative process, speakers need to learn to adapt their talk to the listeners, use a range of ways to express themselves, use talk to clarify their ideas and sustain their talk develop thinking and reasoning. Speaking is not oral production of written

language, but involves learners the mastery of a wide range of sub-skill, which a died together, constitute an overall competence in the spoken language

Based on the explanations above, it can be said that speaking is necessary to build in education area, education can be improved by knowing much knowledge and language, it means the students must have motivation in speaking English, although the students live in those area which are not using English. As foreign students, it is a must to know about English, without knowing English, everything is going to be difficult.

2.1.1 the components of speaking skill

Speaking skill is complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either five components are generally recognized in analysing the speech process.

a. Pronunciation

As said by Harmer (2007). If a student wants to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. The speakers must be able to articulate the words and create the physical sounds that carry meaning. At the level of word pronunciation second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know

b. Grammar

It is obvious that in order to be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary, grammar is the sounds and the sounds patterns, the basic units of meaning, such as words and the rules to combine them to form new sentences. (Fromkin and Rodman 1998) therefore, grammar is very important in speaking because if the speaking does not master grammar structure, he cannot speak well.

c. Vocabulary

As we know, vocabulary is a basic element in language, vocabulary is single word, set phrases phrasal verbs and idioms (Folse, 2004) . It is clear that limited vocabulary mastery makes conversations virtually impossible. One cannot effectively communicate or express their ideas both in oral and written form if they do not have sufficient vocabulary, so vocabulary means the appropriate diction which is use in communication

d. Fluency

In simply terms, fluency is the skill to talk freely without too much stopping or hesitating (Riddel, 2001), fluency can be thought of as skill to keep going when speaking spontaneously, when speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes

e. Comprehension

The last speaking component is comprehension. According to Fromkin and rodman, (1998) comprehension is discussed by both speaker because comprehension can make people getting the information they want comprehension is defined as the skill to understand something by reasonable comprehension of the subject or as the knowledge of what a situation is really like. Oral communication certainly requires a subject to respond, to speech as well as to initiate it.

2.1.2 The Concept of Speaking Skill

Speaking skill is one of the components involved in curriculum of language teaching that has to be taught by the teachers. The purpose of teaching spoken language is to develop the students' skill in interacting success of the language involving comprehension as well as production.

According to Chaney in Hayriye Kayi speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context". It is a tool in delivering or presenting thought or ideas in spoken language. The success of a teacher can be divided by the way of the presenting the material whether the language is acceptable and easy to be understood by the students or not.

Brown and Yule in Richards say that there are three parts of functions of speaking:

a. Talk as interaction

Talk as interaction refers to what we normally mean by conversation and describes interaction which server a primarily social function. The focus is more on the speakers and how they wish to present themselves to each other in the message.

b. Talk as transaction

This type of talk refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus rather than the participants and how they interact socially with each other.

c. Talk as performance

Talk as performance refers to public talks, public announcements, and speeches. It tends to be in the form of monolog rather than dialog, often follows a recognizable format, and is closer to written language than conversational language.

According to Jeremy Harmer, there are two elements of spoken discourse that we have to consider in order to speak well, namely:

a. Language features

Language features consist of connected speech in which sounds are modified (assimilation), omitted (elision), and added (linking), or weakened (through contractions and stress patterning); expressive devices which contributes to the ability to convey meanings; lexis and grammar in which teacher play an important role to provide a variety of phrases for different functions; and negotiation language which is used to seek clarification and to show the structure of what we are saying.

b. Mental/ social processing

This element consists of first, language processing. It is the process in which language is put into coherent order, so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Second is interacting with others. It means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so. The third is information processing. It is the ability to process the information of the participants who tell the speaker the moment s/he gets it.

Brown mentions that there are some skills of speaking that we should pay attention to, they are:

a. Micro skills

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and information contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor one's own oral production and use various strategic devices pauses, fillers, self- corrections, backtracking to enhance the clarity of the message.
8. Use grammatical word classes (noun, verbs, etc.), systems (e.g., tense, agreement), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

b. Macro skills

1. Appropriately accomplish communicative functions according to situations, participants, and goals.
2. Use appropriate styles, registers, implicate, redundancies, pragmatic conventions, and conversation rules, flour-keeping, and yielding, interrupting, and other sociolinguistic features in face to face conversations.

3. Convey links and connections between events and communicate such relation as vocal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.

4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

5. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Micro skill involves to speakers' skill in the form of words and grammatical forms. Meanwhile, macro skill requires the speaker to be able to develop discourse and sociolinguistic competence.

According to Brown, there are five basic types of speaking, they are

a. Imitative

The speaker imitates the previous talking. It is kind of speaking that do not need comprehension from speakers, the speakers just say what they have heard.

b. Intensive

It is the type of speaking in which the speaker has lack ability in interaction with interlocutor but the speaker knows well the linguistic of a language

c. Responsive

It is such a type of speaking in which the speaker is able to interact with interlocutor but it is still in low level. This type of speaking requires the speaker to be able to interact with small talk only.

d. Interactive

In this type, there are two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationships

e. Extensive

This type of speaking includes speeches, oral presentations and other monologues. In addition, the type of speaking which is required in school based curriculum is interactive speaking in which the students are expected to be able to speak both in the form of transactional and interpersonal conversation in daily life context.

Next, in evaluating students' speaking skill Brown suggests some forms as follows:

- a. Grammar
- b. Vocabulary
- c. Comprehension
- d. Fluency
- e. Pronunciation

It requires a subject to respond to the speech as well as to initiate it. It means, if the students have mastered all of these components, they will have good speaking skill.

In this research, the writer will assess students' speaking skill by using the scoring rubric which is clarified by Hughes. They are Accent, Fluency, Vocabulary, Accuracy and Comprehension.

In conclusion, speaking is productive skill of language which is used to present one's idea orally. Speaking can be used to make the others know what in

speaker's mind is. It is the activity which always be used in daily life context as one person needs to interact with each other. The activity will be successful when the speaker is able to talk a lot by fulfilling the components of speaking.

2.1.3 Points of speaking

Brown and Yule (1983) states that some point should be considered about speaking they are;

1. Clarify

It means that the words that the speaker use must be clear, so that listener can understand what the speaker says. Here, the speaker must consider speed and volume. The speed at which you speak is relevant her, if you can quickly, listener, may have difficult. He volume with which you speak can also have a bearing. Speak out and numble. Your words have to be loud enough to reach all your listener.

2. Variety

Here the speaker must try to vary way of speaking such as pitch (rise and voice) emphasis, speed, variation, volume and pause. The speaker is expected to fine variation in saying words do not speak momentarily.

3. Audience and Tone

The way you speak and the tone you use will be affected by audience to whom you are speaking. If you are discussing something with your friends. You are likely to use informal conversation tone. If you are giving a talk to a group of thirty people. It likely you would speak more formally and would rise the pitch

and the volume of your voice in order to make sure that what you say reaches all of your listener. If you were telling a comic story, you would speak defiantly from way you would if you were putting a point of few about which you felt strongly.

2.1.4 Speaking problems

For Ur (1996), there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use. The first problem that the students often encounter is inhibition. When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. Littlewood (2007) asserts that a foreign language classroom can create inhibitions and anxiety easily. Secondly, learners often complain that they cannot think of anything to say and they have no motivation to express themselves. Rivers (1968) believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly (Baker & Westrup, 2003).

Another problem in speaking class is that participation is low or uneven. In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all.

Finally, when all or a number of learners share the same mother-tongue, they tend to use it because it is easier for them. Harmer (1991) suggests some reasons why students use mother-tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother-tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

2.1.5 Factors affecting speaking performance

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities.

a. Performance conditions

Students perform a speaking task under a variety of conditions. Nation & Newton (2009) believe that performance conditions can affect speaking performance. The four types of performance conditions that Nation & Newton (2009) suggest include time pressure, planning, the standard of performance and the amount of support.

b. Affective factors

One of the most important influences on language learning success or failure is probably the affective side of the learner (Oxford, 1990). Krashen (1982) states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety.

c. Listening ability

Speaking skills cannot be developed unless we develop listening skills (Doff, 1998). Students must understand what is said to them to have a successful conversation. Shumin (1997) shares the ideas of Doff (1998) by stating that when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/ she cannot understand what is said. It means speaking is closely related to listening.

d. Topical knowledge

Topical knowledge is defined as knowledge structures in long-term memory (Bachman & Palmer, 1996). In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. Bachman & Palmer (1996) state certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. Bachman & Palmer (1996) believe that topical knowledge has effects on speaking performance.

e. Feedback during speaking activities

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. Harmer (1991) asserts that the decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed (Harmer, 1991). If the students are corrected all the time, they can find this very demotivating and become afraid to speak. They suggest that the teachers should always correct the students' mistakes positively and with encouragement (Baker & Westrup, 2003).

f. Speaking problems

For Ur (1996), there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use. The first problem that the students often encounter is inhibition. When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. Little wood (2007) asserts that a foreign language classroom can create inhibitions and anxiety easily.

Secondly, learners often complain that they cannot think of anything to say and they have no motivation to express themselves. Rivers (1968) believes that the learners have nothing to express maybe because the teacher had chosen a topic

which is not suitable for him or about which he knows very little. It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly (Baker & West rup, 2003).

Another problem in speaking class is that participation is low or uneven. In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all.

Finally, when all or a number of learners share the same mother-tongue, they tend to use it because it is easier for them. Harmer (1991) suggests some reasons why students use mother- tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother- tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

2.1.6 Principles of Communicative Language Teaching

Brown (ibid) was among several theorists who defined Communicative Language Teaching in terms of Characteristics for the sake of directness and simplicity. Here are the characteristics of Communicative Language Teaching as identified by Brown (2001: 43):

1. Classroom goals are focused on all the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence"; i.e.

Students should not only learn the grammatical rules and lists of vocabulary, but also learning how to use them in appropriate situations.

2. “Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes”; i.e. the various exercises, activities, or tasks used in the language classroom help getting the learners use the language for meaningful purposes.

3. “Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use”; i.e. teachers focus more on fluency; since the primary goal of Communicative Language Teaching is getting students communicate meaningfully, teachers give more importance to fluency and tolerate the students’ errors. They believe that the students’ errors are due to a natural outcome of the development of communication skills.

4. “Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom”; i.e. the tasks used in the classroom should provide the students with the skills needed to communicate in real world contexts.

2.2 Motivations

2.2.1 Theory of Motivations

Over the past decades, theorists, in an attempt to clarify the concept of motivation, carried out numerous studies that showed various explanations. The definitions suggested may be interpreted in so many ways, “depending on the theory of human behavior you adopt”. (Brown, 2001:73)

a. The Behaviorist Theories

Behaviorists approached motivation in a scientific way in the sense that they carried out some experiments on animals to comprehend how humans are motivated to learn (Slavin, 2003: 140). This perspective was influenced by Pavlov (Classical Conditioning), Thorndike (The Law of Effect), and mainly by Skinner (Operant Conditioning). For these scientists, motivation is simply seen as “the anticipation of reward” (Brown, 2007:168) they noted that reward acts as a reinforcer in individuals. Slavin (2003: 144) would define a reinforcer as “any consequence that strengthens a behavior”. Students, for example, when feeling ambitious for a positive reinforcement, push themselves to perform according to prior experience with reward (teacher’s praise) when giving a correct answer to win another positive comment (reward). It is noteworthy to point out that behaviorists see that “our actions are at the mercy of external forces such as rewards”. (Williams & Burden, 1997:119)

b. The Cognitive Theories

Unlike the behaviorist theory that views motivation in terms of anticipation of reward, the cognitive view of motivation “centers around individuals making decisions about their own actions” (Williams & Burden, 1997: 119) that is to say, individuals are in command of their acts; they make decisions on their own in order to achieve the goals they traced. This view was influenced by many cognitive researchers who mapped out three main theories that are put, here, in plain words.

2.2.1 Second language learner motivations

A Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language (L2) learning. Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement. On the other hand, high motivation can make up for considerable deficiencies both in one's language aptitude and learning conditions. In their seminal work, Gardner and Lambert (1972) emphasis that, although language aptitude accounts for a considerable proportion of individual variability in language learning achievement, motivational factors can override the aptitude effect. In certain language environments, as Gardner and Lambert point out,

where the social setting demands it (e.g. when the LI is a local vernacular and the L2 is the national language), many people seem to master an L2, regardless of their aptitude differences.

2.2.2 Definitions of motivations

Paris and Turner (1994) describe motivation as the ‘engine’ of learning (p.217). Motivation can influence what we learn, how we learn and when we choose to learn (Schunk and Usher 2012). Research shows that motivated learners are more likely to undertake challenging activities, be actively engaged, enjoy and adopt a deep approach to learning and exhibit enhanced performance, persistence and creativity (Ryan and Deci 2000b). Given the important reciprocal relationship between motivation and learning (Brophy 2010), it is not surprising that motivation has been actively researched across a wide range of traditional educational settings (Schunk et al. 2014). Despite this, studies that explore motivation to learn in online contexts are limited in both number and scope, as others have noted (Bekele 2010).

According to Jenifer (2005) in her book ‘‘ Language teaching’’ stated that, In Researchers seem to agree that motivation is responsible for determining human behaviour by energising it and giving it direction, but the great variety of accounts put forward in the literature of how this happens may surprise even the seasoned researcher. This diversity is, of course, no accident; as Dornyei (1996a) points out, motivation theories in general seek to explain no less than the fundamental question of why humans behave as they do, and therefore it would be naive to assume any simple and straightforward answer; indeed, every different

psychological perspective on human behaviour is associated with a different theory of motivation and, thus, in general psychology it is not the lack but rather the abundance of motivation theories which confuses the scene.

According to Himase (2003), Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviors (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both. For example, Gottfried (1990) defines academic motivation as “enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks” (p. 525). On the other hand, Turner (1995) considers motivation to be synonymous with cognitive engagement, which he defines as “voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring” (p. 413).

According to Stipek (1996), early approaches to the study of motivation were rooted in the literature on extrinsic reinforcement. Within this literature, all behavior, including achievement, was believed to be governed by reinforcement contingencies. Proponents of this approach included B.F. Skinner, who identified different types of reinforcers. Positive reinforcers, or rewards, are consequences that increase the probability of a given behavior they were made contingent on, whereas negative reinforcers are consequences that increase the probability of a given behavior by removing or reducing some negative external stimulus.

2.2.3 Empirical Evidence on Fostering Motivation

A wealth of empirical evidence on the manipulability of motivation exists. However, these studies demonstrate positive and negative effects, suggesting that instructional strategies and classroom contexts can either increase or decrease students' motivation. Guthrie et al. (2000) describe an intervention that attempted to enhance the intrinsic motivation for reading of students in third and fifth grade. Instruction included autonomy support through self-directed learning, competence support in the form of strategy instruction, relatedness support in the form of student collaboration, learning goals, and the use of hands-on science activities like observation and data collection. Teachers emphasized learning goals and provided evaluative feedback on student work, but performance was not emphasized as a goal of learning. Students exposed to this instruction scored significantly higher with respect to curiosity and strategy use than students receiving traditional reading instruction, but did not significantly differ in terms of extrinsic motivation indicators.

Miller and Meece (1997) report the results of a study in which 187 students in third grade were exposed to instruction focused on providing students more opportunities to write, collaborate with peers, and monitor their own progress. Teachers were observed and categorized as "high" implementers and "low" implementers depending on the fidelity with which they delivered the intervention. Students in both high- and low-implementing classrooms scored uniformly high on task mastery goals and low on work avoidance. Similarly, students in high- and low-implementation classrooms did not vary in terms of

their use of general cognitive strategies. However, students in high-implementation classrooms exhibited decreased ego-social goals relative to students in the low-implementation group. Thus, the intervention is believed to have decreased students' tendency toward extrinsic reinforces.

2.2.4 The roles of motivations

Building on what is known about relationships between motivation to learn and opportunities to satisfy basic psychological needs for autonomy, competence, and relatedness--with a particular emphasis on the importance of autonomy-supports in developing self-determined motivation--it is clear that students need to be supported by opportunities for choice, to participate in making decisions about their educational process and activities. They also need to be encouraged to take responsibility for regulating their own learning and for being self-determined and autonomous learners. According to Zimmerman (in press), the psychological dimensions of self-regulation that are possible in school environments are in the goals and motives for learning (the "why" dimension), the method of academic learning (the "how" dimension), the performance outcomes to achieve (the "what" dimension), and the physical and social environment in which they learn (the "where" dimension). When choices are given in all these dimensions, the evidence is clear that student motivation, learning, and performance are enhanced. In addition, when students are allowed to be self-regulatory in these critical dimensions, they are more intrinsically or self-motivated, more active in planning and monitoring their learning, more aware of how well they are doing, more resourceful and efficient in their use of resources,

and more sensitive to the social and environmental contexts in which they are learning. The contextual supports needed also relate to the interpersonal and classroom climate set by teachers.

2.2.5 Relevant studies

To avoid the similarities and to show the last problem in research researcher tries to give differences between previous study which is related to this study.

- a. Xiu Liu. 2000. *Arousing the College Students' Motivation in Speaking English through Role-Play*. Cina: Beijing City University.

In this research, the researcher investigated the arousing the college students' motivation in speaking, there are the same topic in this research, the are the same method in this research but different from the problems, this research preferred to arousing but this research prefers to the analysis of motivation on students

- c. Aggoni, Aziza. 2015. *The role of motivation in Enhancing Learner's Speaking Performance in English Classroom*. Biskra University.

In this case, the researcher investigated the speaking skill using motivation, and the method

of this research is Quantitative research.

There are differences between this study and the previous study, in the previous study, the research used quantitative research, and this study is qualitative research.

CHAPTER III

RESEACH METHODOLOGY

This chapter indicates the description on how to conduct the research. They are, research design, location and time, instrument, data collection and technique of analyzing the data

3.1 Research Design

This study is a descriptive research. The type of this research is to describe and interpret the study. According to William (2007), descriptive research is a research design used to examine the situation involving identification of attributes of a particular phenomenon based on an observational basis. Therefore, the writer uses this research design in conducting this study. The aim of this research is to identify Thai students' of university who are studying in Pekanbaru in speaking English.

3.2 Location and time of the Research

The research was carried out at English study program of FKIP-UIR. The research was be conducted on April 2017.

3.3 The participant

The participant of this research is Thai students' who are studying in at English study program of FKIP-UIR. It consists 11 students.

3.4. Instrument

Instrument is the people, thing, media that are given the data, the source of the data obtained. Instrument in collecting data in this research is giving questionnaire, documentation and interpret their question. Test is as a method which is used to measure competence, knowledge, intelligence, and ability of talent which is possessed by individual or group to collect data (Suharsimi, 2010).

Table 3.1. Blueprint of questionnaire

Questionnaire	Number of items
1. students effort in practicing speaking English.	1, 2, 3, 4, 5, 6
2. students interest in practicing speaking English	7, 8, 9, 10 , 11
3. students attitude towards practicing speaking English	12 , 13 , 14 , 15 , 16
4. student desire in practicing speaking English	17, 18 ,19 , 20

3.5 The data collection technique

Data collection technique is a systematic approach to gather the information from a variety of sources to get complete and accurate picture of an area of interest. In the qualitative research, there are three steps to collect the data, they are observation, documentation and questionnaire. This three steps can be called as instrument. Instrument is where the date gotten is.

According to (Alsa, 2003 as cited in Nivora 2016), stated that qualitative research especially contains extensive data, which are used to reveal the complex phenomena and process. In collecting data, the writer will use this three steps.

1. Observation

Observation is one of the way to collect the data, and it is part of the instrument in the research. In this research to collect the data the first step will be done is observing the participant. The researcher will observe all of the Thai students who are studying at FKIP of Islamic University of Riau. There are two kinds of observation in this research, they are observation for female and male students. The researcher will try to observe all of the 8 female and 3 male of Thai students who are studying at FKIP started by 3, 5, 7 semester up to last semester.

2. Document

Having done the observation the second step to collect the data is collecting the document of the instrument. Document is a way to collect the data of the research or document can be called as Instrument of the research, also Documentation is a set of documents provided on paper, or online, or digital or analog media, such as audio tape or CDs .in this kind of instrument, researcher will try to collect all of the documents from the sample used by collecting the ID card of the students.

3. Questionnaire

Giving questions to the sample is a way to collect the data. Questionnaire is part of the instrument of the research, having done observation and collecting the document from the Thai students who are studying at FKIP of Islamic University of Riau, researcher will try to give question to the sample used of the research. Furthermore, researcher will give question is speaking English to Thai

students who are studying at FKIP of Islamic University of Riau. There are some question will be answered by the sample of this research.

Every single one of the samples in this research will be given the question in speaking English like, they will be asked to introduce themselves in English, and they will be asked to give Explanation relates to the research question. Furthermore, they will be asked to told their desire in mastering English.

3.6 Technique of analysing Data

To measure the data given by the instruments, researcher will analyse the data. In analysing the data, the writer use content analysis.

1. Preparing the database.

The samples are collected through sampling process and they are ready to be analysed.

2. Grouping the data into categories.

The data was grouped into categories in order to clearly distinguish it from other forms. Then, the data was grouped based on its form.

$$P = \frac{f}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Number of text

(sHatch and Farhady, 1992)

CHAPTER IV

RESEARCH FINDING

4.1 Data Description

In this chapter VI , The researcher present and discusses the finding of the research which is based on the data obtained from Questionnaire. Additionally, the researcher discusses and explains bout Thai students' motivation on English speaking skill used by Thailand students at FKIP-UIR. There are 11 students participated in fulfilling Questionnaire.

The information about the students' responses is presented in the following explanation.

4.1.1. Students Effort In Practicing Speaking English

The questionnaire about Student effort in practicing speaking English is question number 1, 2 , 3 , 4 , 5 , 6 . The result of the students answer is showed in table below.

Table4.1

Student Effort in Practicing Speaking English

1. Compared to other skill I practice Speaking English in easy-speak course	Students	Percentage
1. Equally	7	63.63%
2. More	1	9.10%
3. Less	3	27.28%
2. In a daily conversation I mostly use.....with my classmate.	Students	Percentage
1. Indonesian language	6	54.54%
2. Mother tongue	4	36.36
3. English Language	1	9.10%
3. I speaking English in easy speaking course.	Students	Percentage
Some times	7	63.63%
Do not practice	2	18.19%
Always practice	2	18.19%
4. I practice speaking English in easy-speaking course	Students	percentage
Some times	7	63.63%
Do not practice	2	18.19%
Always practice	2	18.19%
5. Beside practicing speaking English at easy-speaking course.....	Students	Percentage
Join English speaking course	3	27.27%
Practice with my friends	5	45.45%
Practice by myself	2	18.19%

Never practice	1	9.10%
6. Compared to the other skill in easy-speaking course, I	Students	Percentage
Like speaking practice more	7	63.63%
Like speaking	4	36.36%
Total	11	100%

The first statement students effort in practicing speaking English for “Equally” S = 7, P = 63.63%, “More” S = 1, P = 9.10%, “ Less” S = 3, P = 27.28%. It mean the Thai students equally to Compared to other skill this practice Speaking English in easy-speak course

The second statement in a daily conversation I mostly use with my classmate. For” Indonesian language” S = 6, P = 54.54% . “. Mother tongue” S = 4, P = 36.36%. “. English Language “S = 1, P = 9.10%. It mean the Thai students like use Indonesian language with Mother tongue language in daily conversation.

The third statement I speaking English in easy speaking course. For “Some times” S = 7, P = 63.63%. “Do not practice” S = 2, P = 18.19%. “Always practice” S = 2, P = 18.19%. It mean the Thai students sometimes to speaking English in easy speaking course.

The fourth statement I practice speaking English in easy-speaking course for “Sometimes” S = 7, P = 63.63%. S = 2, P = 18.19%. “Do not practice” S = 2, P = 18.19%. “Always practice” S = 2, P = 18.19%. It mean the Thai students some times to practice speaking English in easy speaking course.

The fifth statement beside practicing speaking English at easy-speaking course for “Join English speaking course” S = 3, P = 27.27%. “Practice with my friends“ S = 5, P = 45.45%, “Practice by myself” S = 2 , P = 18.19% . “Never practice” S = 1, P = 9.10%. %. It Thai students practice English with their friends more than join English speaking course.

The sixth statement Compared to the other skill in easy-speaking course, for “Like speaking practice more” S = 7, P = 63.”Like speaking “ 63% . S = 4, P = 36.36%. %. It mean the Thai students like speaking practice more compared to the other skill in easy-speaking course.

Based on the Student Effort in Practicing Speaking English is low motivation, because they are still afraid to trying speak English in the class room.

4.1.2. Students Interest in Practicing Speaking English

The questionnaire about The questionnaire about Students interest in practicing speaking English is question number 1 , 2 , 3 , 4 , 5 , . The result of the students answer is showed in table below.

Table 4.2
Students Interest in Practicing Speaking English

7. What do you think about English in class room	Students	Percentage
Join another English speang course	1	9.10%
Practice with my friends	8	72.72%
Practice by myself	1	9.10%
Not care at all	1	9.10%
8. In learning Easy-speaking cose class	Students	Percentage
Always pay attention topractice	5	45.45%
Force myself to practice	3	27.27%
Sometimes day to dreaming	3	27.27%
9. Do you like materials of easy-speaking course presented in the class room?	Students	Percentage

Yes, I like it very much	6	54.54%
Yes, I like	3	27.27%
No, I don't like it	2	18.19%
10. What are you going to do if you do not understand the words or sentences uttered by your teacher in your easy-speaking course class?	Students	Percentage
I will look for the meaning in the dictionary	6	54.54%
I will ask my teacher about the meaning	2	18.19%
will just keep silent	3	27.27%
11. How is the materials of easy-speaking course in the classroom?	Students	Percentage
It is very difficult	7	63.63%
It is difficult	2	18.19%
It is little difficult	2	18.19%
Total	11	100%

The seventh statement Students interest in practicing speaking English for 'Join another English speaking course' S = 1, P = 9.10%."Practice with my friends" S = 8, P = 72.72%. "Practice by myself" S = 1, P = 9.10%. "Not care at all" S = 1, P = 9.10%. %. It mean the Thai students always practice with their friends.

The eighth statement in learning Easy-speaking course class for "Always pay attention to practice" S = 5, P = 45.45%. "Force myself to practice" S = 3, P =

27.27%. “Sometimes day to dreaming” S = 3, P = 27.27%. It mean the Thai students always pay attention to practice learning Easy-speaking course class.

The ninth statement do you like materials of easy-speaking course presented in the class room?for ”Yes, I like it very much” S = 6, P = 54.54%. “Yes, I like” S = 3, P = 27.27%. “No, I don’t like it ” S = 2, P = 18.19%. It mean the Thai students like materials of easy-speaking course presented in the class room very much.

The tenth statement what are you going to do if you do not understand the words or sentences uttered by your teacher in your easy-speaking course class? For “I will look for the meaning in the dictionary”S = 6, P = 54.54%. “I will ask my teacher about the meaning” S = 2, P = 18.19%. “will just keep silent” S = 3, P = 27.27%. It the Thai students will look for the meaning in the dictionary and will just keep silent more than ask teacher about the meaning.

The eleventh statement how is the materials of easy-speaking course in the classroom? For “It is very difficult” S = 7, P = 63.63%. “It is difficult” S = 2, P = 18.19%. “It is little difficult” S = 2, P = 18.19%. It mean the Thai students it is very difficult for them.

Based on the Students interest in practicing speaking English, I think they are so interesting with material speaking course and they are like to practice with their friends in the class room and they are Always pay attention to practice In learning Easy-speaking course.

4.1.3 Students Attitude Towards Practicing Speaking English

The questionnaire about the questionnaire about Students attitude towards practicing speaking English is question number 12, 13 , 14 , 15 , 16. The result of the students answer is showed in table below.



Table 4.3
Student Attitude Towards Practicing Speaking English

12. I practice speaking English because I want to have a good mark on my report.	Students	Percentage
True	9	81.81%
Some true	1	9.10%
Less true	1	9.10%
13. I practice speaking English because I want to be able to speak English fluently.	Students	Percentage
True	9	81.81%
Somewhat true	1	9.10%
Less true	1	9.10%
14. I practice speaking English because it is of the important thing to get a job.	Students	Percentage
True	10	90.90%
Somewhat true	1	9.10%
15. I practice speaking English because I want to be able to speak and make a conversation native speakers.	Students	Percentage
True	10	90.90%

Somewhat true	1	9.10%
16. What do you think about practicing speaking English.	Student	Percentage
It is very difficult	5	45.45%
It is difficult	3	27.27%
It is little difficult	3	27.27%
Total	11	100%

The twelfth statement I practice speaking English because I want to have a good mark on my report for “True” S = 9, P = 81.81%. “Some true” S = 1, P = 9.10%. “Less true” S = 1, P = 9.10%. It mean the Thai students it is true for them to practice speaking English because I want to have a good mark on my report.

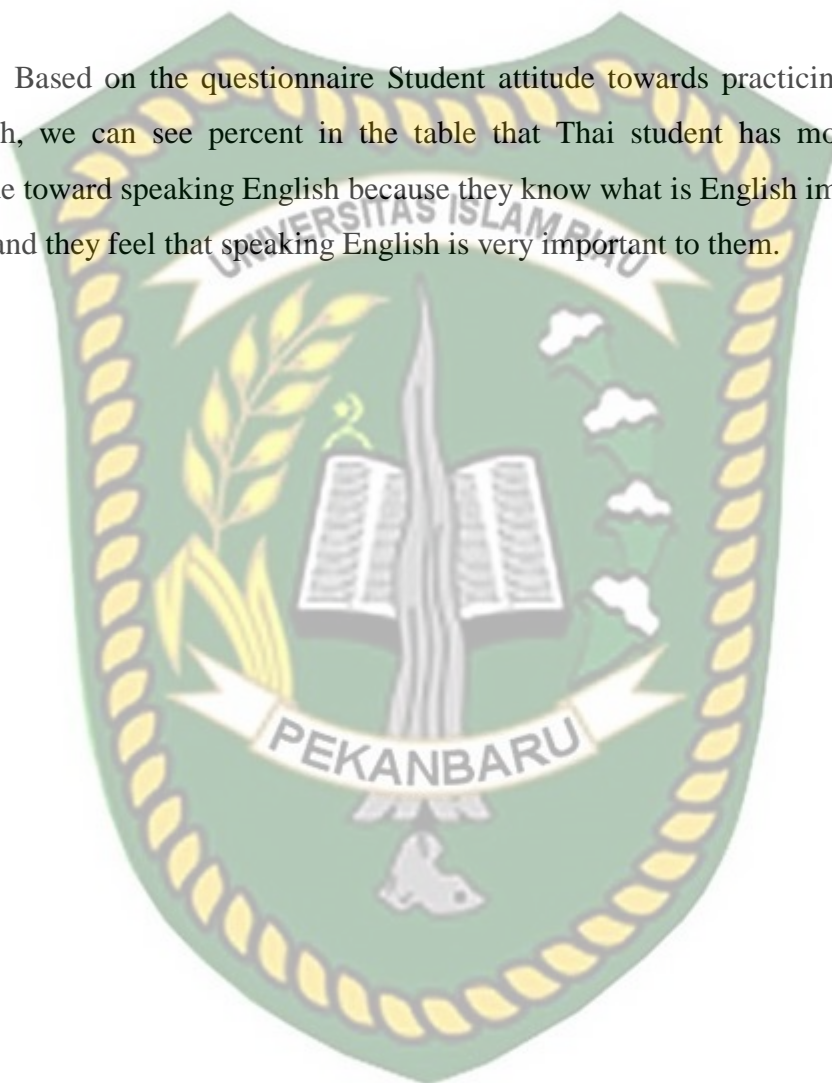
The thirteenth statement I practice speaking English because I want to be able to speak English fluently for “True” S = 9, P = 81.81% “Some true” S = 1, P = 9.10%. “Less true” S = 1, P = 9.10%. It mean the Thai students it is true for them to I practice speaking English because they want to be able to speak English fluently.

The fourteenth statement I practice speaking English because it is of the important thing to get a job for “True” S = 10, P = 90.90%. “Somewhat true” S = 1, P = 9.10%. It mean the Thai students it is true for them to practice speaking English because it is of the important thing.

The fifteenth statement I practice speaking English because I want to be able to speak and make a conversation native speakers for “True” S = 10, P = 90.90%. “some what true” S = 1, P = 9.10%. It mean the Thai students it is true for them to practice speaking English because they want to be able to speak and make a conversation native speakers.

The sixteenth statement what do you think about practicing speaking English for “It is very difficult” S = 5, P = 45.45%. “It is difficult” S = 3, P = 27.27%. “It is little difficult” S = 3, P = 27.27%. It the Thai students it is so very difficult about practicing speaking English.

Based on the questionnaire Student attitude towards practicing speaking English, we can see percent in the table that Thai student has motivation in attitude toward speaking English because they know what is English important for them and they feel that speaking English is very important to them.



4.1.4 Students Desire in Practicing Speaking English

The questionnaire about the questionnaire about Students desire in practicing speaking English is question number 17, 18 , 19 , 20, The result of the students answer is showed in table below.

Table 4.4
Students desire in practicing speaking English

17. I am forced to practice	Student	Percentage
True	5	45.45%
Somewhat true	2	18.19%
Less true	4	36.36%
18. I think easay-speaking course class...	Student	Percentage
Yes, I like it very much	6	54.54%
Yes, I like	4	36.36%
No, I don't like it	1	9.10%
19. I think practicing speaking	Student	Percentage
Yes, I like it very much	5	45.45%
Yes, I like	4	36.36%
No, I don't like it	2	18.19%
20. What do you think about english	Student	Percentage
It is very difficult	4	36.36%
It is difficult	4	36.36%
It is little difficult	2	18.19%

It is not difficult	1	9.10%
Total	11	100%

The seventh statement I am forced to practice for “True” S = 5, P = 45.45%. “Somewhat true” S = 2, P = 18.19%. “Less true” S = 4, P = 36.36%. It mean the Thai students less true.

The eighteenth statement I think easay-speaking course class “Yes, I like it verymuch” S = 6, P = 54.54%. “Yes, I like” S = 4, P = 36.36%. “No, I don’t like it” S = 1, P = 9.10%. It mean Thai students like it very much.

The nineteenth statement I think practicing speaking for “Yes, I like it very much” S = 5, P = 45.45%. “Yes, I like” S = 4, P = 36.36%. “No, I don’t like it” S = 2, P = 18.19%. It mean the Thai students like practicing speaking very much.

The twentieth statement what do you think about English for “It is very difficult” S = 4, P = 36.36%. “It is difficult” S = 4, P = 36.36%. “It is little difficult” S = 2, P = 18.19%. “It is not difficult” S = 1, P = 9.10%. It mean the Thai students It is very difficult for them to learn English.

Based on the questionnaire Students desire in practicing speaking English we can see from the percent , they are have a high desire to learn to be able to speak English , they are really like to practice.

4.2 Data Analysis

Based on the questionnaire student effort in practicing speaking English of Thai students is low motivation, because they are still afraid to trying speak English in the class room. They don't join English speaking course, they just practice English with themselves and they are often to practice with them friends. But they are still afraid and no confidence in speaking, because they are not always to practicing and so make them still low motivation in the effort practicing speaking English.

Based on the questionnaire Students interest in practicing speaking English, I think they are so interesting with material speaking course and they are like to practice with their friends in the class room and they are Always pay attention to practice In learning Easy-speaking course, even though they are paying much attention to them but they are still afraid to speak English they always silent during study and don't try to ask lecturer when they don't understand.

Based on the questionnaire Student attitude towards practicing speaking English, we can see percent in the table that Thai student has motivation in attitude toward speaking English because they know what is English important for them and they feel that speaking English is very important to them in the future in sum up then.

Based on the questionnaire Students desire in practicing speaking English we can see percent in the table , they are have a high desire to learn to be able to speak English , they are really like to practice even though English is very difficult for them. Even though some time they feel forced but they are happy in learning and they are very motivated in their desire to practice speak English in sum up.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents a brief conclusion and suggestion. The conclusion explains of the result for the Thai students' motivation on English speaking skill used by Thailand students at FKIP-UIR Pekanbaru and the suggestion explains for the teacher and students.

5.1 Conclusion

From what had been discussed in chapter IV, the researcher concluded that Thai students' motivation on English speaking skill questionnaire related with Student effort in practicing speaking English in high percentage 63.63%, Students interest in practicing speaking English in high percentage 72.72%. , Student attitude towards practicing speaking English in high percentage 90.90% ,Students desire in practicing speaking English in high percentage 54.54%. The researcher concluded the students had high interested to speak, students also good habit speaking and students have positive feeling while speaking.

5.2 Suggestion

The researcher would like to give some suggestion to following individuals they were: suggestion for the lecture or English teacher, for the students and for the next researcher. The researcher would like to provide some suggestions in the following:

5.2.1. English lecture

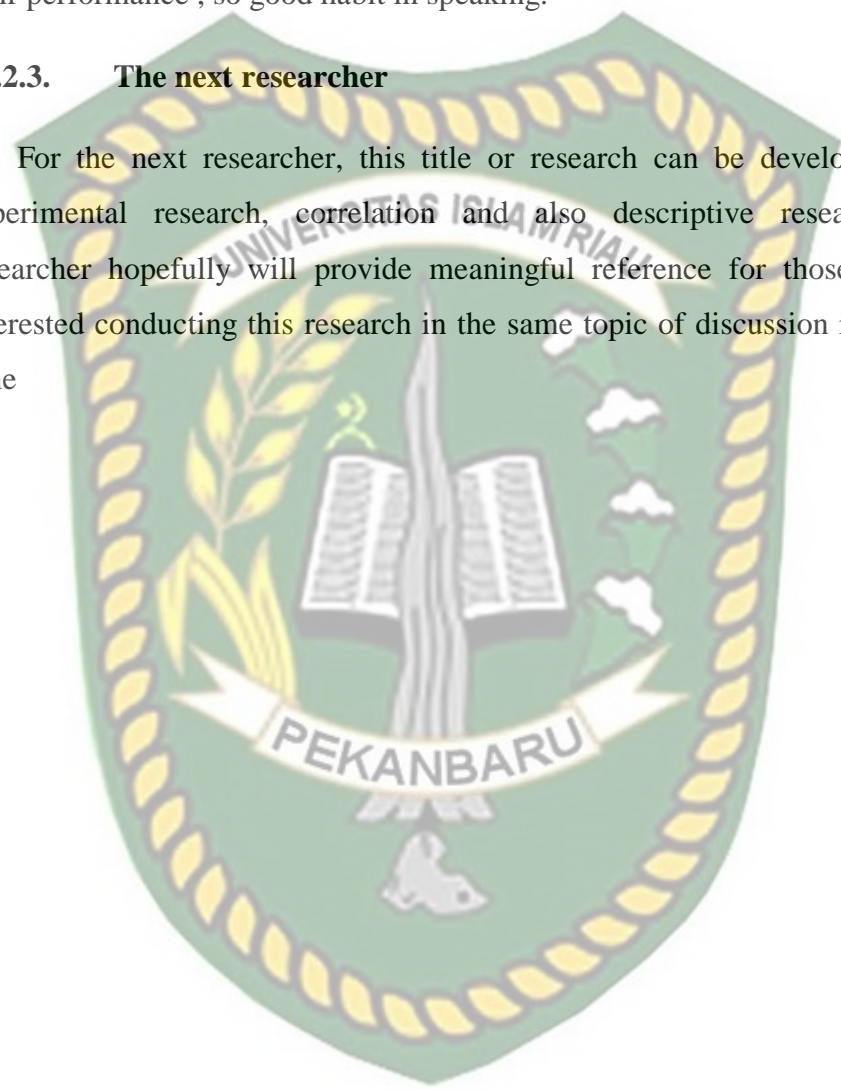
For the lecture in English department were hoped to have knowledge about Thai students' speaking motivation. In order to the students motivation become increase and dedicate teacher hopes to introduce the important of motivation in speaking to help students improve their speaking that can greatly affect students' academic success.

5.2.2. Thai Students

The students should be good speaking, they also should increase their speaking amount in order that have good habit in speaking and it can effect their performance , so good habit in speaking.

5.2.3. The next researcher

For the next researcher, this title or research can be developed to be experimental research, correlation and also descriptive research. This researcher hopefully will provide meaningful reference for those who are interested conducting this research in the same topic of discussion in the next time



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